



Striving for Comprehensive Achievement and Civic Resources Summary Report

2024-2025

Formally World's Best Workforce (WBWF)

Presented by:

David J Kerkvliet, Superintendent – Sebeka School District

Date: October 15th, 2024

**Comprehensive Achievement and Civic Resources (formerly WBWF)
Legislation (Section 120B.11 amended in 2024)**

In accordance with Minnesota Statutes 2013, section 120B.11, a school board, at a public meeting, shall adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating Comprehensive Achievement and Civic Resources. Minnesota schools strive to provide the best educational opportunities for all children. Providing an education to Minnesota youth that leads to creating Comprehensive Achievement and Civic Resources is a goal that must be addressed early on in every child's life. Students are more likely to reach this goal if they are ready for school upon entering kindergarten; achieve grade level literacy by grade three; graduate from high school and attain career and college readiness. In order to create Comprehensive Achievement and Civic Resources, it is imperative that academic achievement gaps are closed among all racial and ethnic groups of students and between students living in poverty and not living in poverty as well as for English language learners and non-English language learners and for students who receive or do not receive special education. The comprehensive strategic plan that districts create is intended to serve as a foundational document to align educational initiatives that serve to ensure reaching intended student outcomes from pre-kindergarten to post high school graduation. Districts should consider and use existing plans, documents and strategies that may already be in place and/or are required by the Minnesota Department of Education (MDE), such as the Title I Plan, School Improvement Plans; School Readiness Program Plan; Local Literacy Plan; Student Transition Plan to College and Career Readiness; Plan for Educator Effectiveness, Q Comp, Alternative Delivery of Specialized Instructional Services, Continuous Improvement Monitoring Progress Plan, Integration Plan. This district level strategic plan should illustrate how the various existing district plans fit together and serve as a blueprint to create a quality workforce equipped with necessary skills for the 21st century.

“Comprehensive Achievement and Civic Resources” means striving to do the following:

- Have all students meet school readiness goals.
- Have all third grade students achieve grade-level literacy.
- Close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and their more privileged peers.
- Have all students graduate from high school.
- Have all students attain college and career preparedness.

The School Board is to develop a plan to support and improve teaching and learning that is aligned to Comprehensive Achievement and Civic Resources and includes the following:

- Clearly defined student achievement goals and benchmarks.

- Process to evaluate each student's progress toward meeting the state and local academic standards.
- A system to review and evaluate the effectiveness of instruction and curriculum.
- Practices that integrate high-quality instruction, rigorous curriculum, instructional technology, and a collaborative professional culture that support teacher quality, performance and effectiveness.
- Evidence-based strategies for improving curriculum, instruction and student achievement.
- An annual budget for continuation of district plan implementation.

Recommended Plan Components

- Agreement between local union and school board on a teacher evaluation system
- A rubric that defines effectiveness of instruction
- Description of the professional standards the district used in the development of the system.
- Description of the form of teacher collaboration i.e. professional learning teams, peer coaching, principal feedback and reflection on instruction
- Description of opportunities for evaluation feedback on instruction from summative evaluators
- Description of the plan for program improvement.

Success in reaching the Comprehensive Achievement and Civic Resources goals will be measured by the following:

- Student performance on the National Association of Education Progress (NAEP)
- Reduction of the academic achievement gap by student subgroup
- Student performance on the MN Comprehensive Assessments
- College and career readiness under section 120B.30, subdivision 1.

District Timeline

Comprehensive Achievement and Civic Resources will be reviewed annually reporting on the status of meeting the goals established during the previous year and include goals for the current school year.

Goal topics for Sebeka School's Comprehensive Achievement and Civic Resources Plan

- **All Students Ready for Kindergarten**
- **All Students in Third Grade Achieving Grade-Level Literacy**

- **Progress Toward Closing the Achievement Gap**
- **All Students Attaining Career & College Readiness Before Graduating from High School**
- **All Students Graduating from High School**
- **Comprehensive Achievement and Civic Resources Strategic Plan of Short Term and Long Term Goals for Sebeka School District.**

All Students Ready for Kindergarten

Preparing Children for Kindergarten in Sebeka

- Sebeka School Readiness is housed in Sebeka Elementary School.
- Participate in school special events:
 - Concerts
 - Special programs when available
- Eat school lunch.
- Children follow a daily routine including:
 - Morning meeting
 - Discovery time
 - Circle time
 - Large motor (gym or outdoors)
 - Lunch or Breakfast is offered
- Children are expected to follow the rules of the school/classroom.
- Practice pre-kindergarten skills weekly, for example:
 - Math
 - Science
 - Literacy
 - Large Motor Skills
 - Small Motor Skills
 - Creative Arts
 - Social Skills
 - Music/Movement
 - Self-Help Skills

- Children visit the kindergarten rooms and spend time with the teacher and children and take part in kindergarten activities at the end of the school year.
- Teaching staff attend IEP transition meetings for those going on to Kindergarten.
- Parents and children attend a meeting to meet the teachers, principal and school nurse and receive a packet of information required for kindergarten.
- Staff takes part in PLC's with kindergarten, first and second grade teachers.

2024-2025 Goal : All 4 years olds will show growth from basic on the fall progress report assessment to proficient on the spring progress report assessment to be promoted to kindergarten the following year.

Sebeka Public School Literacy Plan

0. School District #820 has developed the Local K-3 Literacy Plan to ensure that district students will be reading well by the end of the third grade. In 2023, Sebeka School District /#820 revised the Local K-3 Literacy Plan to include fourth and fifth grades as our school wide elementary literacy plan.

II. The Local Literacy Plan was approved by the local school board on August 12, 2024.

- School District #820 has developed the Local K-3 Literacy Plan to support every child reading at or above grade level every year, beginning in kindergarten, and to support multilingual learners and students receiving special education services in achieving their individualized reading goals in order to meet grade level proficiency, a school district or charter school must adopt a local literacy plan that describes how they are working to meet that goal.
- Executive Summary

The population of the Sebeka School lives in a 4-county area that is considered a low-income/poverty area. For the 2024-2025 school year, the school will have an estimated 210 students enrolled in the elementary and 240 students in grades 7-12. In 2023-2024, 132 students in the elementary qualified for free and reduced lunch (61.4%) and 135 students in the secondary

who qualified for free or reduced lunch (52.3%). Sebek elementary and secondary enrollment consists primarily of Caucasian students with several African American, Asian American and Hispanic students. Sebek has no students who are migrant, homeless, or in institutions for neglect or delinquency. We have no students who have Limited English Proficiency. There are 45 certified staff members working at Sebek School District. They consist of fourteen classroom teachers (K-6), one computer and media specialist, one guidance counselor, one speech-language pathologist assistant, six Special Education teachers (K-12), one Physical Education teacher, one Adaptive Physical/Ed. teacher, two full-time Title I Teachers, one reading interventionist, and three teachers who teach K-12: Art, Band, Vocal/ Music and along with fourteen teachers in the secondary. Thirteen of the forty-five full-time teachers have Master's Degrees. There are fifteen paraprofessionals in the elementary and five full-time paraprofessionals in the secondary.

For further information on the Sebek Literacy Plan and/or the districts literacy program, please contact:

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Aligned Curriculum, Assessment, and Instruction

Statement of goals or objectives defining how reading proficiency will be ensured for ALL students at each grade level Kindergarten through Grade Five

Reading to Ensure Academic Development: Minnesota Reading to Ensure Academic Development Act, known as the READ Act, was passed and signed into law by Governor Tim Walz on May 24, 2023. The goal of this legislation is to have every Minnesota child reading at or above grade level every year, beginning in kindergarten, and to support multilingual learners and students receiving special education services in achieving their individualized reading goals. (MN Dept of Education, 2023)

The state mandate requires school districts to design their programming to ensure that students are meeting their grade-level proficiency goals. A review of research consistently reveals a strong correlation between children's reading proficiency at grade 3 and the rate of high school

graduation. Literacy development starts at an early age and is the basis for all academic success. Reading well by 3rd grade is a strong indicator that the students had a strong foundation of literacy skills to continue to expand their understanding of what they read, make meaning, and transfer that learning across content areas. Quality instruction, assessments, interventions, and curriculum that provides the basis for all students to read well by Grade 3 and beyond will help close the achievement gap to ensure that all students are ready for the demands of college and the workplace. (MN Dept of Education)

Sebeka Public Schools will use multiple data points, including FastBridge benchmarks, MCAs and Houghton Mifflin Harcourt Reading to define proficiency (see Data Driven Decision Making).

Overarching Goal: Sebeka School District #820 will ensure reading proficiency for all students in grades kindergarten through five by:

Analyzing ongoing student data through formal and informal assessments to determine reading levels for instructional placement and appropriate reading materials from:

- FastBridge Early Reading and aReading Benchmarks and Progress Monitoring
- FastBridge CBMR-English Assessment
- Dolch Sight Word Inventory
- Diagnostic Inventories
- Oral Language Assessments
- Minnesota Comprehensive Assessments (MCAs)-Reading

Using ongoing student data to determine the adequate growth of individual students and to adjust core literacy instruction for

- Whole group reading instruction
- Small group reading instruction
- Title I/SPIRE interventions
 - This will be used specifically for those students not meeting grade-level objectives and goals.

Implementing the following to improve results for students not proficient at grade level:

- Structured Literacy approach
 - Systematic and cumulative instruction
 - Explicit instruction
 - Diagnostic

- Title I Services
- Individualized, or small group instruction for targeted and differentiated instruction
- Specialized Program Individualizing Reading Excellence (SPIRE)

Aligning curriculum resources to the current academic standards. Standards will be prioritized, and essential elements will be identified.

Analyzing student achievement data within PLC groups to determine the effectiveness of current literacy practices, curriculum, and the essential standards and make necessary changes to meet the needs of students.

Offering extended day and/or extended year programs through Targeted Services and summer school programming to provide targeted assistance to help struggling and/or at-risk students to achieve grade-level proficiency.

Statement(s) of the process to assess students' level of reading proficiency including assessments used, when administered, how proficiency is determined, and when and how results are communicated with parents of students in Kindergarten through Grade Five

Sebeka Elementary will use the following **screening assessments** to ensure students are making grade-level proficiency:

- FastBridge Assessments: Fall, Winter, Spring Benchmarks
- FastBridge CBMR Assessment beginning in first grade
- Dolch Sight Word Assessment (through grade 3)

These assessments will be administered by classroom teachers unless otherwise specified in a specific learning plan.

Sebeka Elementary will use the following **diagnostic assessments** to support staff in matching student needs with instructional practices in the classroom.

- Qualitative Reading Inventory – 4 Edition (QRI-4)
- Let's Talk about It Oral Language Assessment for receptive language (K-3)
- LETRS Phonics and Word-Reading Diagnostic Tool
- LETRS Spelling Screeners
- Phonological Awareness Screening Test (PAST)
- Specialized Program Individualizing Reading Excellence (SPIRE)

These assessments will be administered by teachers who have been trained with the assessments.

Sebeka Elementary will use the following **progress monitoring** tools to judge the effectiveness of the instruction in the classroom.

- o Fastbridge Progress Monitoring
- o Dolch Sight Word Assessment
- o Fastbridge CBMR Assessment (grades 1-5)
- o Phonological Awareness Screening Test (PAST)
- o Specialized Program Individualizing Reading Excellence (SPIRE)

These assessments will be administered by classroom teachers, support professionals, and interventionists.

Specifically, describe how comprehensive scientifically based reading instruction consistent with section 122A.06, subdivision 4 is consistently implemented throughout elementary grades

Sebeka Elementary will use the following system of support for reading instruction.

- o Core
 - K-5 Into Reading (Houghton Mifflin Harcourt)
 - Structured Literacy program which includes phonemic awareness, phonics, vocabulary, fluency, comprehension
 - Small group reading instruction
 - Flexible grouping
 - Literature circles
 - Writer's Notebook
 - Science and Social Studies themes
 - Social and Emotional Learning embedded into lessons
 - Common comprehension strategies for reading and writing
 - Independent reading of appropriate selected literature with conferring
- o Interventions
 - Words Their Way
 - News-2-You
 - Handwriting without Tears
 - SnapWords (Sight words)
 - Targeted Services After School and Summer Program (180 hours/year)
 - LiPS– phonemic awareness, spelling

- Susan Barton Spelling and Reading Program
- Edmark Reading – phonics, comprehension, vocabulary
- Focus Forward
- High Noon
- Great Leaps (Sight words)
- Heggerty Phonemic Awareness
- SPIRE

Data Driven Decision Making

Grade Five

Sebeka Elementary will use benchmarks from the FastBridge assessments during the fall, winter and spring. The benchmark scores will increase during the school year to act as a guide for the teacher to determine proficiency. Professional Development time will be held in October, February, and May with the teachers and administrator(s) to review the FastBridge benchmarks and resulting data from students' assessments.

Diagnostic assessments will be given for those individual students who do not meet the benchmarks on the FastBridge assessments. Teacher discretion will be used when student scores are very close to the score needed for proficiency, either above or below. These students will be monitored closely. Additionally, students who continue to struggle will be brought to our Data and Teachers Assisting Teachers (TAT) team in order to plan best practices for the individual learner and put an intervention plan in place before moving toward any kind of formal assessment plan for special services.

Sebeka elementary students who do not attain the following scores for each benchmark will be considered for an intervention program:

K	Assessment	Proficiency Targets		
		Fall	Winter	Spring
	Concepts of Print (# correct/12)	7	X	X
	Onset Sounds (# correct/16)	11	16	X

	Letter Names (Rate)	14	X	X
	Letter Sounds (Rate)	3	26	41
	Word Segmenting (# correct/34)	X	25	30
	Nonsense Words (Rate)	X	6	12
	Dolch Sight Word Inventory	X	X	80%

	Assessment	Proficiency		
Grade 1		Fall	Winter	Spring
	Word Segmenting (# correct/34)	28	31	32
	CBMR - English*	X	37	66
	FastBridge aReading Assessment	435	455	468
	Dolch Sight Word Inventory	X	X	80%
	Nonsense Words (Rate)	10	17	22

	Assessment	Proficiency		
Grade 2		Fall	Winter	Spring
	CBMR - English*	56	84	101
	FastBridge aReading Assessment	469	481	490
	Dolch Sight Word Inventory	80%	85%	90%
	Nonsense Words	50	50	50

	Assessment	Proficiency		
Grade 3		Fall	Winter	Spring
	CBMR - English*	87	110	125
	FastBridge aReading Assessment	490	498	503
	Dolch Sight Word Inventory	90%	95%	95%

	Assessment	Proficiency		
Grade 4		Fall	Winter	Spring
	CBMR - English*	115	133	147
	FastBridge aReading Assessment	502	509	513

	Assessment	Proficiency		
Grade 5		Fall	Winter	Spring
	CBMR - English*	132	149	162
	FastBridge aReading Assessment	513	517	520

*CBMR - Curriculum-Based Measurement for Reading

Timeline

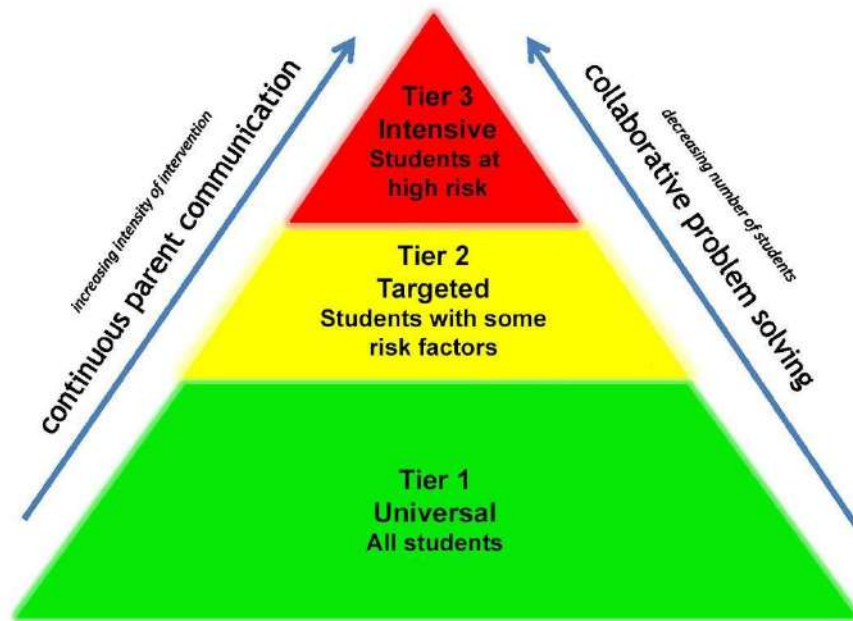
When	Task
Beginning of the Year	● Review District #820 Literacy Plan with emphasis on At-Risk Reader Identification and Dyslexia Information

Monthly	<ul style="list-style-type: none"> ● Plan and provide high-quality, evidence based, responsive instruction (see MTSS model) ● Monitor student progress and be responsive to student needs ● Collaborate with Specials (SPED, Title) to plan and monitor intervention
September	<ul style="list-style-type: none"> ● Administer FastBridge ● Administer HMH Growth Measure (grades 2-5) ● Review Literacy Plan ● Plan, monitor, collaborate
October	<ul style="list-style-type: none"> ● Data meeting ● Set winter goals for each student ● Begin small group instruction ● Classroom teacher observe intervention services ● Plan, monitor, collaborate
November	<ul style="list-style-type: none"> ● Share data with parents at Parent/Teacher Conferences ● Plan, monitor, collaborate
December	<ul style="list-style-type: none"> ● Plan, monitor, collaborate
January	<ul style="list-style-type: none"> ● Administer FastBridge Assessments ● Administer HMH Growth Measure (grades 2-5) ● Based on current small group reading data including reading level, if a student is significantly below grade-level benchmark, the classroom teacher collaborates with intervention providers to determine if student is “At-Risk” of not Reading at Grade Level by The End of 3rd Grade based on multiple measures. ● If a student is identified as an “At-Risk” Reader <ul style="list-style-type: none"> ○ Conference with parents ○ Refer to Data/TAT team ● Plan, monitor, collaborate
February	<ul style="list-style-type: none"> ● Data meeting

	<ul style="list-style-type: none"> ● Share data with parents at Parent/Teacher Conferences ● Plan, monitor, collaborate
March	<ul style="list-style-type: none"> ● Plan, monitor, collaborate
April	<ul style="list-style-type: none"> ● Data meeting ● Plan, monitor, collaborate
May	<ul style="list-style-type: none"> ● Administer FastBridge Assessments ● Administer HMH Growth Measure (grades 2-5) ● Review student progress and identify students who are still “At-Risk”. ● Review Literacy Plan ● Complete End of Year information

Multi-tiered Systems of Support

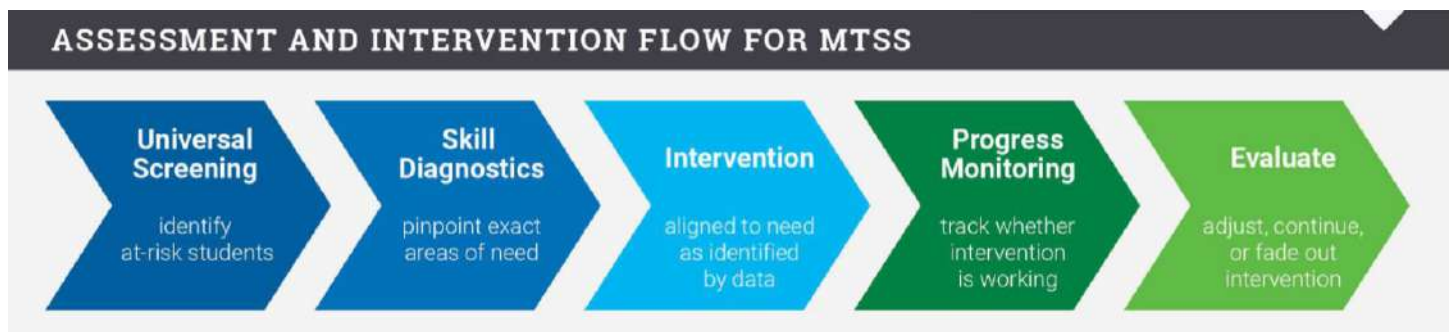
At Sebek Public Schools, we are committed to implementing a multi-tiered system of support for our students. Multi-Tiered System of Supports (MTSS) is a framework that helps educators provide academic and behavioral strategies for students with various needs. The goal is for the student to be successful in their learning and to show growth over time. Research has found that a multi-tiered system of support led to improved outcomes such as fewer children referred to and placed in special education programs. The tiered levels of support are as follows:



Tier 1: This is the classroom support given to all students in the classroom with core instruction delivered by the classroom teacher using the district's reading curriculum that is aligned with MN State Standards. Evidence-based reading instruction will address the 5 strands of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension). Teachers differentiate instruction in small groups, individual student conferences, and interventions within the classroom.

Tier 2: Based on screening and diagnostic assessments, the second level of support identifies students not meeting grade level targets who are then provided supplemental reading interventions. This level of support is in addition to core instruction time either delivered by the classroom teacher or a Title 1 teacher. Progress monitoring is done to check growth and progress weekly for these students.

Tier 3: Students not responding to interventions provided through Tier 2 interventions. Students who qualify for these interventions receive the most intensive and individualized level of support outside of core instruction time. Students receiving services in special education are included in this level.



Specifically describe how comprehensive scientifically based reading instruction consistent with section 122A.06, subdivision 4 is consistently implemented throughout elementary grades

Sebeka Public School implements core and intervention literacy materials that are evidence and research-based to enhance reading instruction for all students.

Sebeka Elementary School does not currently have any students that fall into the ELL category. If the need does arise, the district employs a teacher that has received training in this area. Services can be provided if a student is an English language learner.

Student Support System for ELL Learners, students with dyslexia, and students with convergence insufficiency disorder.

Screening for dyslexia and Convergence Insufficiency

Dyslexia is a neurological disorder and is often confused as a learning disability. We will identify the barriers to learning related to dyslexia and provide support and research-based strategies, accommodations, and interventions to assist with removing these barriers.

Convergence insufficiency is an eye condition that affects how your eyes work together when you look at nearby objects. This can cause blurry or double vision when you look at things up close.

To screen for dyslexia and convergence insufficiency disorder, the results from FastBridge and other assessments are reviewed and analyzed. Students who are not reading at grade level may be referred for special education assessment if implemented interventions are not successful. This information is shared with parents through written reports and at conference times.

Interventions and alternative instruction are provided through classroom interventions and/or Title 1.

The programs used to support students with characteristics of Dyslexia and/or Convergence are Lindamood Phoneme Sequencing® (LiPS®) or Susan Barton Reading and Spelling System. The added material developed specifically for students who may be at risk for dyslexia includes multisensory instruction. From the website of Collaborative Classroom: “Students identified with dyslexia or other learning challenges benefit from simultaneous activation of 5 learning modalities that include physical movement and tactile sensations. For these students, intensive multisensory instruction for LiPS provides variations that can be readily added to the original LipS routines. These increased options allow teachers to adapt instruction to the needs of students.

Staff will participate in annual training and be provided ongoing support to meet student’s diverse needs in cross-cultural settings per MN State educator licensing requirements.

Job-Embedded Professional Development

Describe how elementary teachers will participate in and benefit from professional development on scientifically-based reading instruction.

Teachers, specialists, and administrators will collaborate through the following:

- Monthly to analyze student data
- Professional Learning Communities across grade levels and subject areas
- Curriculum professional development sessions
- Decision-making and planning for Teacher In-Service Days

Time is provided in the following ways:

- Through the Q Comp plan, all certified staff collaborate for 50 minutes every other week for professional development in Professional Learning Communities.
- Through this same plan, all certified staff are a part of professional development (PD) sessions for 50 minutes on the opposite week. PD sessions are of choice topics.
- In-service days are provided to promote literacy practices

Staff are trained through the following:

- External literacy consultant
- Language Essentials for Teachers of Reading and Spelling (LETRS)
- FastBridge online training
- Professional Learning Communities
- Professional Development Activities (internal and external)
- Various staff development opportunities

Training and Coaching supports are used in the following ways:

- Peer Observations (3X/year)/Coaches (Q Comp)
- Teacher reflections done 4 times a year and shared with Peer Coaches
- Videotape self-teaching, teacher reflection shared with peers

The following data will be used to help prioritize professional development:

- Data-driven goal for student achievement
- Job-embedded professional development determined by school-wide goal

Scientifically Based Reading Instruction

Sebek Elementary will use data from core instruction assessments, FastBridge Benchmarks and MCA tests to determine direction and focus of professional development.

Sebek Elementary will have all certified staff collaborate for 50 minutes every other week on professional development with a focus on literacy. Professional development to look at data will be in October, February, and April to review student data/progress. Adjustments to instruction will be made depending on the data.

Serving diverse needs

The Staff Development Committee will be scheduling in-service training to address Multi-Tiered Systems of Support, Positive Behavioral Interventions, Key Warnings of Early Onset Mental Illness, Suicide Prevention, Reading Preparations and Interventions, English Language Learner practices, and Cultural Competency.

Family and Community Partnership

Assessments

The following communication timeline will be used at the Sebek Elementary School to share assessment and progress monitoring results with parents and/or caregivers to advise them of their child's progress at meeting grade-level achievement expectations:

September

- Open House
- MCA report, if available
- Fall Benchmark Report

November

- Fall Conferences

● 1st Quarter Report Cards

January

● 2nd Quarter Report Cards

● Winter Benchmark Report

February

● Winter Conferences

March

● 3rd Quarter Report Cards

May

● Spring Benchmark Report

● 4th Quarter Report Cards

Literacy benchmarks and information about assessments are also shared on our school's website for parent, teacher, and student information.

Give specific information on how elementary schools within the district will notify and support for their children in each grade



Student Progress Report
Title I Program
Sebek Public School
2022 – 2023 school year

Date:

To the parent or guardian of

This report is a review of the progress your child is making in the Title I program. Your child is currently being serviced in:

_____Reading

Assessment	Grade Benchmark	Student's Score	Intervention Resource
FastBridge Early Reading (K-2) • Concepts of Print • Oral sounds • Letter names • Letter sounds • Word segmentation • Nonrhyming words • Onset-rime words			
FastBridge AReading			
FastBridge CBMR-English			

/ _____Mathematics

Assessment	Grade Benchmark	Student's Score	Intervention Resource
FastBridge AMath			

Comments:

Family Connections:

Interventionist:

with parents as listed above. There will be face-to-face contact at Parent/Teacher conferences and parents with the opportunity to ask questions and be taken to accelerate literacy development.

Report shared with caregivers at parent/teacher conferences with literacy skills.

Student's Percentile Rank (Grade 04):



The following is a template for a Title 1 Progress Report shared with caregivers quarterly. This report is for student's receiving Title 1 interventions.

2024-2025 Goal: 68% of the Third Grade Students tested on the Reading MCA tests will achieve a score of 350 or above.

Progress Toward Closing the Achievement Gap

Trend Data

Reading

1. From 2013-2017 the state has shown relatively stable proficiency 58% proficient in 2013 to a 59.4% proficient in 2015 and this year with an increase from 59.1% proficient to 59.4% proficient. Sebeka had a big drop last year from 60% proficiency to 50.5% proficient, although in 2015 overall proficiency increased by 4.6% bringing the district back to 55% proficient. The district's proficiency is still 4.4% lower than the average state proficiency in reading.
2. Sebeka's Reading proficiency is higher than the state average in 3rd, 6th & 10th grades, but behind the state average in the 4th, 5th, 7th and 8th grades.
3. Grades:
 - a. 3rd grade scored a 73% proficient which puts them back at trending up moving from 27.7% proficient last year to 73% this year. They scored 14.3% higher than the state average.
 - b. 4th grade continued to fall from 53.3% proficiency to 41.3% proficiency although this group of students grew from 27.7% proficient in the 3rd grade to 41.3% this year for an increase of 13.6%. The state average of proficiency is at 57.9% proficient.
 - c. 5th grade decreased in proficiency from 66.7% to 61.7% proficient while the state average of proficiency fell slightly from 67.6% to 66.7%.
 - d. 6th grade scored above the state average by 1.9%, although our 6th graders decreased from 76.7% proficiency to 65.7%
 - e. 7th grade are still below the state with the state at 55.6% proficiency and Sebeka at 36.1% proficiency. Testing results were comparable to the previous year.
 - f. 8th grade increased from 37.5% proficiency to 37.9% proficiency although well below the state which is at 56% proficiency.
 - g. 10th grade, although on a downward trend, continues to score above the state by 11.4% points and scored 68.4% proficient.
4. Last year we trended down in 3rd, 4th, 7th, & 8th grade. This year we trended down in 4th, 5th, 8th, and 10th and trended up in 5th, 6th, and 7th grades.
5. Last year Sebeka Mean Scale Score was higher than the state in 4th and 6th grades and lower than the state in 3rd, 5th, 7th, 8th and 10th grades. This year Sebeka's mean scale score is higher than the state in the 3rd and 10th grades, but lower than the state in 4th, 5th, 6th, 7th, and 8th grades.

Math

1. All grades are above the state proficiency at 63.3% proficiency with the state at 60.2%. Last year the state proficiency was at 61.4 and Sebeka proficiency was 54.1 so Sebeka increased by 9.2% with the state decreased by 1.1%
2. Last year only 4th grade was above the state in proficiency, this year that same group of students are above the state as 5th graders as well as the 3rd and 8th grades. 4th, 6th, 7th, and 11th scored below the state average proficiency rates.
3. Our mean scores have increased as last year only 4th grade's average mean score was higher than the state's mean score. This year the 3rd, 5th, and 8th grade are higher than the state with the 7th grade the same as the state.
4. Grade 6 average scale score is lower than the state in every sub-strand.

FRP vs. NON-FRP (Free and Reduced vs. Non Free and Reduced Students- Reading)

1. Percent Proficient in all grades in 2014 was at 50.4% and increased to 52.5% in 2015 with the state being at 40.2% for Free and Reduced student populations.
2. In all grades the Non-FRP Students scored higher proficiency rates than the FRP students.
3. 3rd grade Non-FRP students scored 11.8 percentage points higher than the FRP students.
4. 4th grade Non-FRP students scored 8 percentage points higher than the FRP students.
5. 5th grade Non-FRP students scored 8.7 percentage points higher than the FRP students.
6. 6th grade Non-FRP students scored 30.1 percentage points higher than the FRP students.
7. 7th grade Non-FRP students scored 40.9 percentage points higher than the FRP students.
8. 8th grade Non-FRP students scored 28.9 percentage points higher than the FRP students.
9. 10th grade Non-FRP students scored 20.9 percentage points higher than the FRP students.

Non-Special Education Students vs. Special Education Students

1. At all grade levels tested the non special education students scored significantly higher proficiency rates than the special education students.
2. Special Education students index levels on the AYP results improved from 34.78 on the 2014 MCA testing to 40.74 in 2015. The index scores also improved in Math in 2014 from 41.30 to 50.00 in 2015.

Job embedded Professional development based on scientifically-based reading instruction will be used to help narrow the achievement gap. Some of the scientifically-based reading programs Sebeka School District will practice include the following:

Teachers, specialists and administrators will collaborate through the following:

- Data Retreats to analyze student data
- Professional Learning Communities across grade levels and subject areas
- Curriculum professional development sessions

Time is provided in the following ways:

- Through Q Comp plan, all certified staff collaborate for 50 minutes every other week professional development
- In-service days are provided to promote literacy practices

Staff are trained through the following:

- External literacy consultant
- Professional Learning Communities
- Professional Development Activities
- Various staff development opportunities

Training and Coaching supports are used in the following ways:

- Peer Observations (3X/year)/Coaches (Q Comp)
- Teacher reflections done 4 times a year and shared with Peer Coaches
- Videotape self teaching, teacher reflection shared with peers

The following data will be used to help prioritize professional development:

- Data-driven goal for student achievement
- Job-embedded professional development determined by school-wide goal

Scientifically Based Reading Instruction

In accordance with the Read Act, Sebeka will implement LETRS training for all instructors of reading.

Sebeka Elementary will use data from Core Instruction assessments, DIBELS Benchmarks and MCA tests to determine direction and focus of professional development.

Sebeka Elementary and Secondary will have all certified staff collaborate for 50 minutes every other week for professional development with a focus on literacy. Data retreats will be held in September, January, and May to review student data/progress. Adjustments to instruction will be made depending on the data.

Program practices currently in place to help narrow the Achievement Gap of Free and Reduced students compared to the Non Free and Reduced students.

Implementing the following to improve results for students not proficient at grade level:

- LETRS training
- Guided Reading Instruction
- EIR Interventions
- Title I Services
- Individualized, or Small Group, Flexible grouping
- Literacy By Design
- Leveled Books Grade level Reading
- Read Naturally program through the Title I program
- SMART
- A Road to Reading
- Targeted Services
- Oral Language Instruction
- Read 180

The following strategies for improving instruction, curriculum, and student achievement will also be practiced and used to narrow the achievement gap.

- 1) Teacher Evaluation - Requirements as set forth by the State of Minnesota will be addressed through the comprehensive Q-Comp program currently in use at Sebeka School District.

- 2) Principal Evaluation - Requirement will be satisfied through the comprehensive evaluation program adopted by Sebeka School District and approved by the State of Minnesota.
- 3) Curriculum Review Cycle - Curriculum Review Cycle is completed on a six year cycle where the district, lead by the district's Curriculum Director, reviews every curriculum area adopting new curriculum for use that meets the state standards, addresses the MCA testing standards, and challenges student toward growth in specific areas of study as reviewed.
- 4) Best Practices & Resources - Through the Q-Comp program, the PLC process, and Professional Development calendar, teachers will research and implement best practices research proven strategies for effective instruction, addressing student learning styles through multiple intelligences interpretation, and curriculum practices that meet and exceed standards for grade level completion.

2024-2025 Goal : Sebeka School will narrow the achievement gap by having a goal of a 2% improvement on the MCA scores in Math, Reading, and Science. We will support students of higher needs including free & reduced lunch and direct certification qualified by using the MTSS support model provided in our literacy plan.

All Students Attaining Career & College Readiness Before Graduating From High School

Career and College Readiness Plan for Students Attending Sebeka High School

Advisory Program

Students attending Sebeka High School grades 7-12 are all participants of an Advisory Program and will meet monthly to do team building activities, character education lessons. They will develop a cumulative Efolios from 7th grade through their 12th grade of college and career related activities, testing data, resources, and College/Technical School/Military/World of Work information for a career direction.

College and Career programs and practices in place.

Grade 7

- Exploratory classes are scheduled for all 7th graders on a trimester bases for the areas of Family and Consumer Sciences, Industrial Technology, and Art.
- Advisory Program – Start work on assembling a personal Efolio throughout the school year.

Grade 8

- Explore Test – Test given to students to help them discover career areas of interest based upon their interest inventory. Provided student with suggested curriculum they will need to master in order to pursue a career in areas of interest; Suggested pathways of subjects to gain knowledge in their career areas of interest; and based on testing results in core subject areas, they will be provided with suggested course work to improve academic skills in low academic areas.
- Exploratory classes are scheduled for all 8th graders on a trimester basis for the areas of Foreign Language, Agriculture, and Music.
- Advisory Program – Continue to work on assembling personal Efolios with Explore testing results and other career exploratory class work completed throughout the school year.

Grade 9 (Freshman)

- Schedule allows for students to take exploratory classes in the career and technical field of Business, Fine Arts, Industrial Technology, Agriculture, Family and Consumer Sciences, Foreign Language, and Performing Arts.
- Students are allowed to get involved with the co-curricular areas of BPA (Business Professionals of Tomorrow), FFA (Future Farmers
- Advisory Program – Continue to work on assembling personal Efolios with Explore testing results and other career exploratory class work completed through the school year.

Grade 10 (Sophomores)

- Plan Test – The Plan test is a pre ACT test the provides score range of how students will perform on the ACT test the following year. This preliminary ACT test provides additional information of what classes students need or should take to improve in core subject tested areas so they maximize their ACT college acceptance examine their junior year.
- Career Fairs – Students are provided the opportunity to attend a career Fair that is held in Staples. The district transports students to and from the career fair so all students have the opportunity to attend.
- Bridges Academies – Students have the opportunity to take classes three cluster classes in the areas of Business, Industrial Technology, Agriculture, and Family and Consumer Science known as Academies and receive recognition at Graduation for completion of one or more Bridges Academy.

- Advisory Program – Continue to work on assembling personal Efolios with Plan testing results and other career exploratory class work completed through the school year, along with information from the Career Fair.

Grade 11 (Juniors)

- Credit checks meeting is completed with every junior to determine if they are completing all required credits toward graduation. Letters are sent home to parents providing information about where each student is at and what they need to graduate.
- 3 (Three) Newsletters are mailed home from the counselor providing information about colleagues and technical schools, required testing to be completed before applying for college and or technical schools, and other career avenues after high school.
- Careers Class – All juniors are required to take a semester Careers class where they do career exploration of career fields, explore opportunities for financial aid, grant opportunities, resume writing, cover letters, etc.
- Bridges Academies – Students have the opportunity to take classes in three cluster classes in the areas of Business, Industrial Technology, Agriculture, and Family and Consumer Science known as Academies and receive recognition at Graduation for completion of one or more Bridges Academy.
- College Fair – All juniors attend a ½ day college career fair in Brainerd.
- College and Military recruiters visit throughout the school year.
- ASVAB test is completed and interpreted to determine aptitude and career interests.
- Students are given two days of excused absences to visit college campuses.
- Job Shadowing opportunities are available.
- Support is provided by the school counselor for financial aid and scholarships.
- Agricultural and Business internship opportunities are available to students.
- Advisory Program – Continue to work on assembling personal Efolios with testing results and other career exploratory class work completed through the school year.

Grade 12

- Credit checks are completed at the beginning of the year and mid-year with letters sent home to parents of their student's progress toward graduation.

- 3 (Three) Newsletters are mailed home from the counselor providing information about colleagues and technical schools, required testing to be completed before applying for college and or technical schools, and other career avenues after high school.
- Optional ACT tests can be taken several times throughout the year.
- College Knowledge Week – Information provided to show students what rigor will exist in a college setting.
- College and Military recruiters visit throughout the school year.
- Students are given two days of excused absences to visit college campuses.
- Job Shadowing opportunities are available.
- Bridges Academies – Students have the opportunity to take classes in three cluster classes in the areas of Business, Industrial Technology, Agriculture, and Family and Consumer Science known as Academies and receive recognition at Graduation for completion of one or more Bridges Academy.
- Support is provided by the school counselor for financial aid and scholarships.
- Agricultural and Business internship opportunities are available to students.
- Advisory Program – Complete the assembly of personal Efolios from all material and knowledge gained throughout the past six years of school.

2024-2025 Goal : Sebeka School will have all students prepared for Career and College Readiness in 7th grade through 12th grade by meeting four times each year to complete a Career Efolio. The Career Efolios will include fifty artifacts of career information from the college career program and practices as listed in 7th through 12th grade. We have also added a career pathways program to support more specific student interests.

2024-2025 Goal: All 7th and 8th graders will meet one class period for thirteen weeks throughout the school year to work on the Ramp up to Readiness curriculum. All Freshmen through Seniors will meet one class period monthly to complete the career and college readiness curriculum through MCIS and Ramp up to Readiness lessons ranging from work skills interest to college applications and financial aid. All lessons completed will be added to each student's Efolio throughout high school. We have also added Empower U which is a data driven social emotional learning component to help support students.

All Students Graduating From High School

The ultimate goal is to have all students graduate from high school within the time frame set forth by completing all required credits at the end of four years in the high school setting. In order to have this accomplished the following practices are in place at Sebeka High School throughout their high school years.

- Credit checks meetings are completed with every student in their junior and senior years of school to determine if they are completing all required credits toward graduation. Letters are sent home to parents providing information about where each student is at and what they need to complete all credits to graduate.
- Advisory Program- Each student is assigned to an advisor and the advisor monitors each student's progress throughout their high school career.
- For students who have failed classes they are provided opportunities to do credit recovery through the ALC programs in Wadena and Menahga, K-12 On-line school, Minnesota Virtual Academy, or attend the failed class again in our high school setting.
- If a student is in jeopardy of not completing enough credits for graduation they are provided with counselor assistance for the ALC, or the GED route.
- Students with attendance issues are referred to a CCY (Community Concern for Youth) program with a representative who will meet with that student(s) to help keep them on track for graduation.
- For those with excessive absences, these students will be referred to the Wadena County Truancy program where they will need to meet with the county judge who will place restrictions on the student(s) and their families making sure they will attend school until they graduate.
- Students who qualify due to disabilities have a written transition plan to address graduation and career opportunities. These students are also referred to Minnesota Vocational Rehabilitation Services where a workforce counselor provides information and services for life beyond high school.

2024-2025 Goal : We will have 100% of 12th grade students graduate at the conclusion of the 2024-2025 School Year.

Comprehensive Achievement and Civic Resources Strategic Plan of Short Term and Long Term Goals for Sebeka School District

Themes identified as Sebeka School District's areas of focus

- 1) New and Enhance Programs
- 2) Protect and Enhance Enrollments
- 3) Enhance Facilities

Short Term Goals for the 2024-2025 School Year

Continue to maintain small class sizes especially for grades K-2 (The goal is to maintain sections at or below 22- students in each section so our teachers are able to provide maximum attention to the educational needs of our students) Current class enrollments for 2024-2025 per class are as follows:

Kindergarten - 12 in one section and 12 in the other section

1st Grade – 15 students in each section 2nd Grade – 14 students in each section

1.) Have Strategic Planning listening sessions with the staff, students and our public to receive input

(With the Comprehensive Achievement and Civic Resources, and focus on the district's identified themes, we will schedule listening sessions at least two times each year to receive input for teachers, students, business owners and community members)

Listening sessions will be held in the following areas

School – For the teachers and students

Community – School Media Center

Electronic surveys – Surveys will be used each year by acquiring feedback from district taxpayers through the school website, Facebook, etc.

2.) Watch the budget closely due to the steady enrollment and yearly inflationary increases.

- 1.The Business Manager and Superintendent will meet monthly to review the expenditures and make adjustments as needed.
2. The School Board Budget Committee will meet two times each year to review the revenue and expenditures of the budget to make recommendations to the full board.
- 3.There will be budget revisions at a minimum of two times each year so adjustments are made to address the revenue and expenditure sides of the district's budget.
- 4.Knowing we are in a declining enrollment period of time, decisions will need to be made in future years to keep the district from deficit spending.

3.) Staffing decisions due to declining enrollment and inflation, the need to hire quality individuals for collaborative educational teams, and retain as much staff as we can.

1. Due to the large number of elementary teachers not retiring. With declining enrollment and inflationary costs it is imperative we maintain as many quality teachers as we can to support student success.

2. Mentorships need to be in place to provide support and direction for the new teachers so they are able to start their careers learning what needs to be in place to be successful teachers.

4.) Continue to look into options to increase our student enrollment.

1. Look at reasons for open enrollment and capitalize on opportunities to showcase the school when hearing of new families moving into the district.
2. Continue to promote school programs through publications in the paper.
3. Write articles for the paper explaining all the positive things going on in the school.
4. Have the Preschool teacher(s) meet with families prior to sending their children to preschool in Sebeka. Provide gift books to families through the early education scholarships.
5. Invite via phone calls to families to come in for ECCE activities,

Long Term Goals for the 2024-2025 School Year

1. Long Term Facilities Maintenance

- 1) Due to the buildings being built in 1957, 1967, 1976, and 1987, 2019, & 2020 there are numerous areas within each of these buildings that will continue to need maintenance and upgrades. From floors to ceilings, from exterior work to roofs, from heating to indoor air quality, from windows to doors, and other educational priorities. We have addressed many items over the years, especially from the 2019-2020 construction project. Most pressing will be the 1957 and 1967 roofs.
- 2) Each year we will prioritize capital investments to upgrade the school facilities.
- 3) Continue to upgrade technology infrastructure to maintain high quality connectivity and traffic for students' educational advancement.
- 4) Look into the potential of replacement costs for some facilities and what that would mean to taxpayers in terms of tax impact.

2. Find ways to better engage students, especially those who have a difficult time making connections to the importance of their education.

- 1) Enhance Technical Education classes to expose students to additional areas of interest.
- 2) Help students develop internships with industries through experiential placement in business industries and technical related fields of study.
- 3) Connect better through the advisor/advisee program to help find areas of interest and support those interest areas.
- 4) Further advance the Career and College Readiness initiative to find interest areas and opportunities to connect students' interests with career goals.

3. Maintain the existence of programs for the college bound and technical education bound students;

- 1) Maintain College Bound classes such as: College in the High Schools, On-line College level classes, and counseling of PSEO options for students choosing to go off campus.
- 2) Continue to offer the Bridges Academies for students looking into Technical career areas of study.
- 3) Continue to promote and expose students to the opportunities that are available through full time technical areas of study and through college level course work.

4. Continue the advancement of technology use in instruction and enhancement of curriculum areas.

- 1) Prioritize a capital outlay budgeted amount each year for technology expenses.
- 2) Evaluate yearly, what hardware needs to be replaced; what software needs to be upgraded; and other technology acquisitions needed to enhance technology for students and staff use in the classrooms.
- 3) Establish staff development activities for teachers to upgrade their skill set so they are able to utilize technology enhancements in their classrooms.